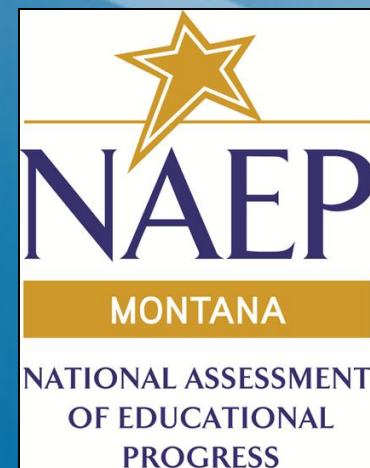


# NAEP 2013 Inclusion Guidelines: Students with Disabilities (SD) and English Language Learners (ELL)

For questions regarding the 2013 NAEP Inclusion Policy,  
please contact:

**Ashley McGrath, NAEP State Coordinator**  
National Assessment of Educational Progress (NAEP)  
Montana Office of Public Instruction  
Phone: (406) 444-3450  
E-mail: [amcgrath@mt.gov](mailto:amcgrath@mt.gov)



# Outline

1. Coordinate NAEP Inclusion
2. National Assessment Governing Board  
Inclusion Policy
3. Reporting of Inclusion Goals
4. NAEP 2013 Decision Tree
5. Montana SD and ELL Inclusion  
Guidelines
6. Communication with Schools

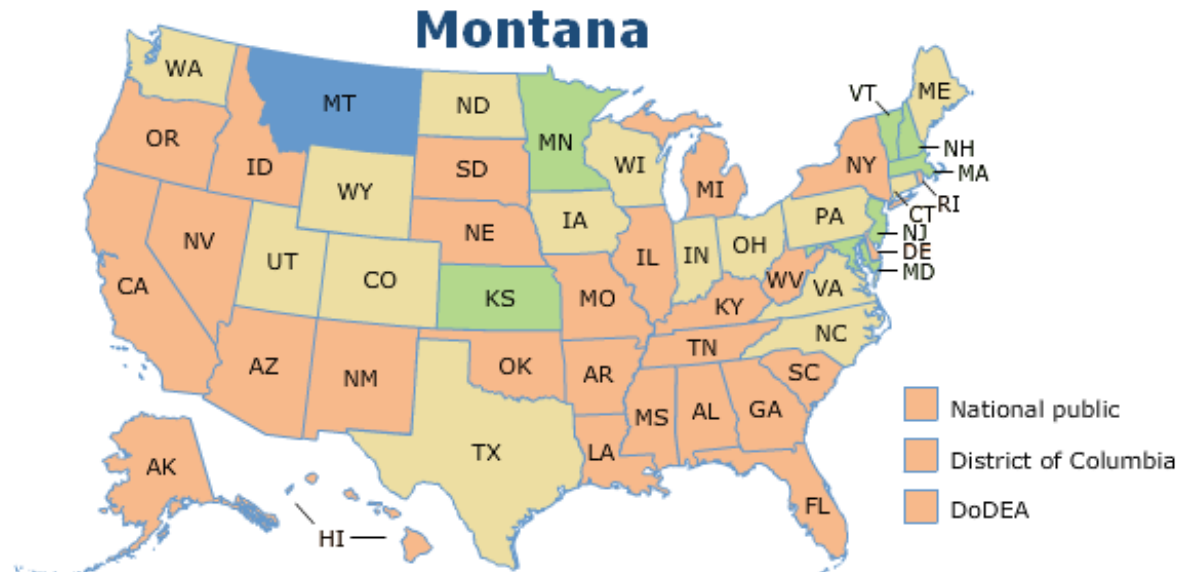


# Coordinate NAEP Inclusion

- It is *extremely* important to coordinate the inclusion of students with disabilities (SD) and English language learners (ELL) on NAEP
- More *emphasis* is being placed on the differences in inclusion rates across the states and districts
  - The National Assessment Governing Board policy statement on NAEP Testing and Reporting on SD and ELL
  - *Measuring Status and Change of NAEP State Inclusion Rates for Students with Disabilities: Results 2007-09* by NCES September 2011
- SD and ELL worksheets must be accurately completed by the schools

# NAGB Inclusion Policy - Purpose

- Maximize participation of sampled students in NAEP
- Reduce variation in exclusion rates for SD and ELL students across states and districts
- Develop uniform national rules for including students in NAEP
- Ensure that NAEP is fully representative of SD and ELL



# NAGB Inclusion Policy - Timeline

- • March 2010 - NAGB adopted the policy
- • NAEP 2011 - Reported 95% and 85% inclusion goals in mathematics and reading report cards
- • NAEP 2012 - Piloted the new decision tree for including SD and ELL
- • NAEP 2013 - Implementation of the policy

# NAEP 2011 Reported Inclusion Goals

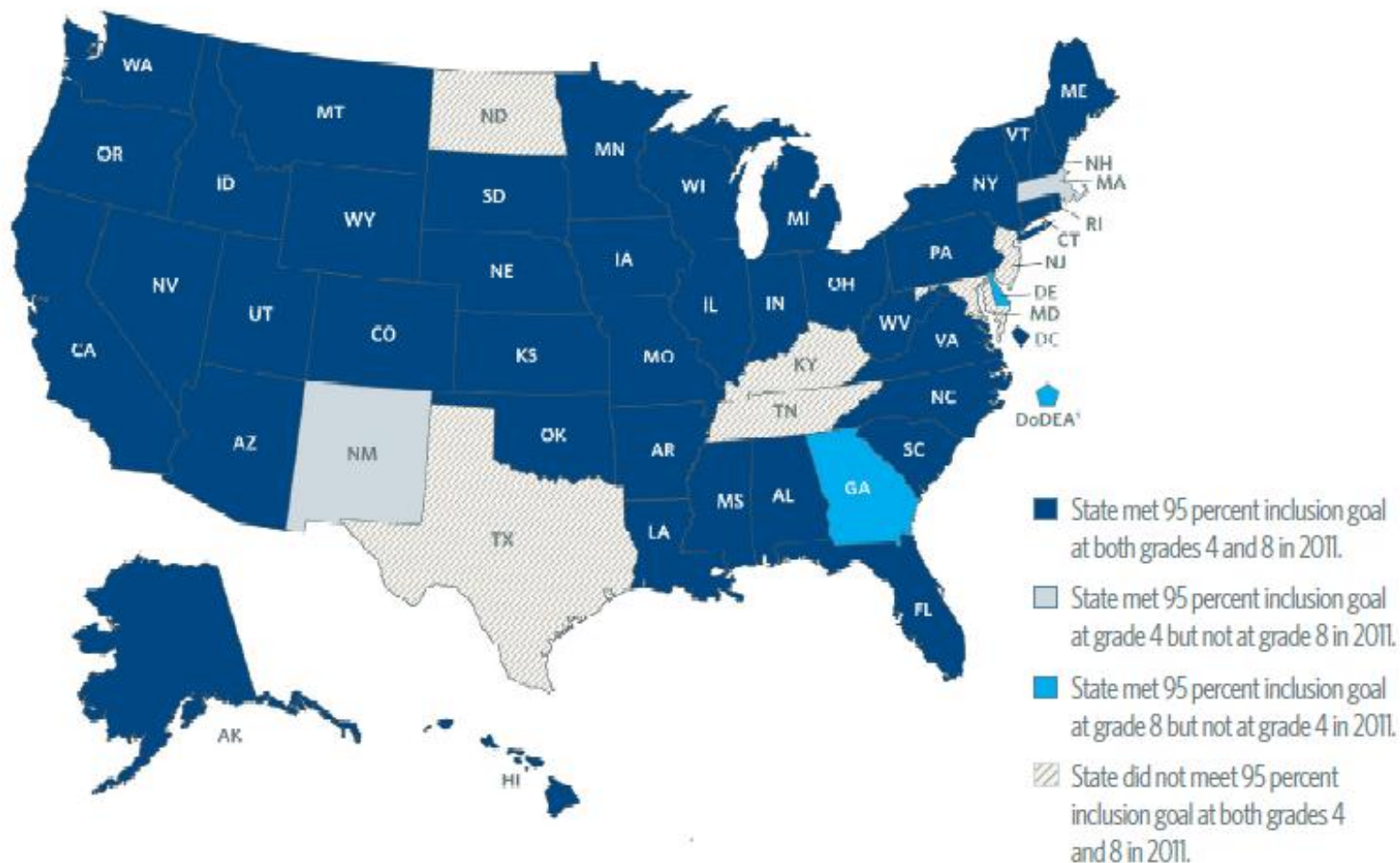
- **Goal to include 95% of all students**
  - *The proportion of all students excluded from any NAEP sample should not exceed 5 percent. Samples falling below this goal shall be prominently designated in reports as not attaining the desired inclusion rate of 95 percent.*
- **Goal to include 85% of SD and ELL**
  - *Among students classified as either ELL or SD a goal of 85 percent inclusion shall be established. National, state, and district samples falling below this goal shall be identified in NAEP reporting.*





# NAEP 2011 Reading States Meeting 95% Inclusion Goal

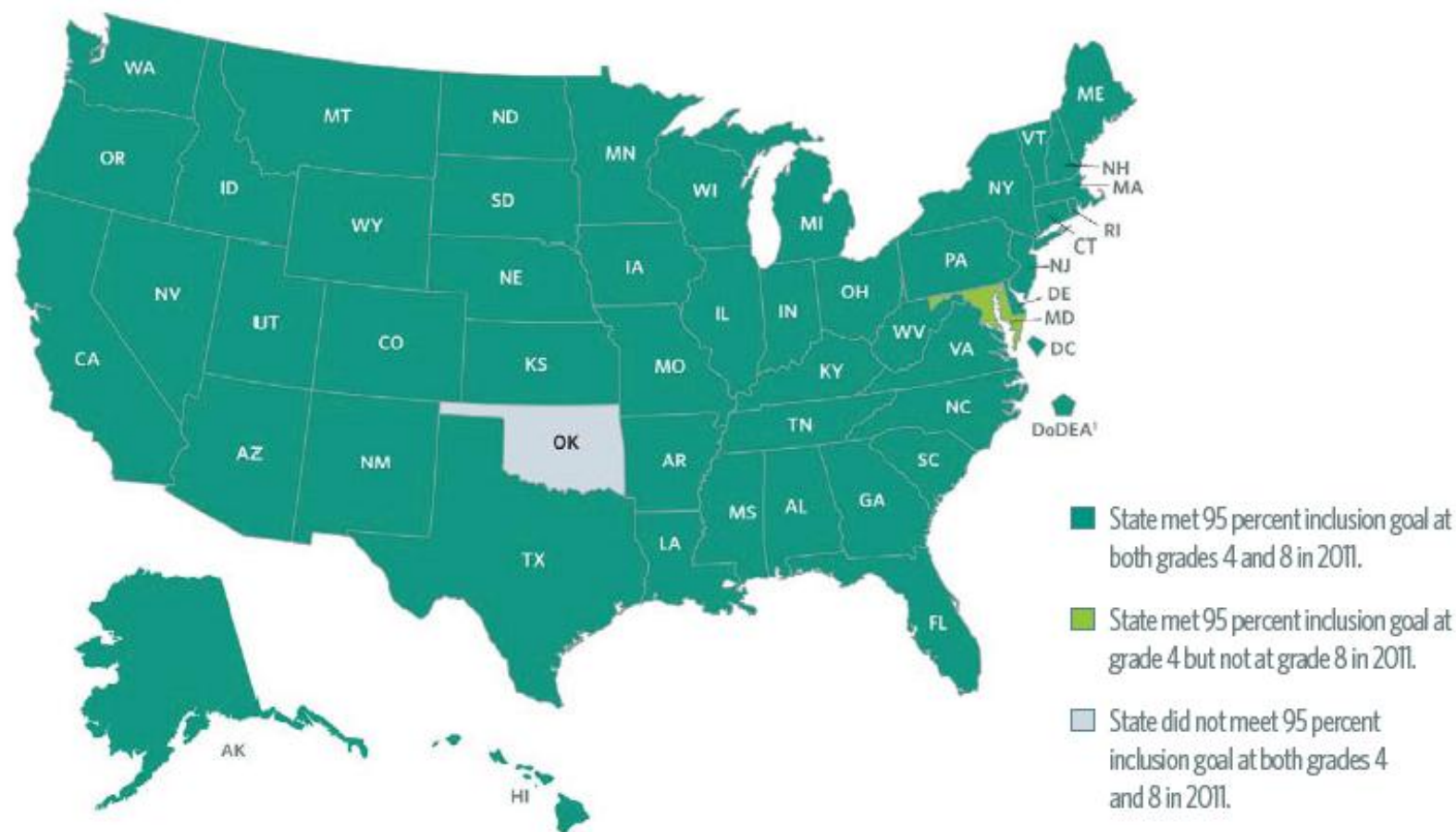
**Figure 33. States and jurisdictions meeting the 95 percent inclusion rate goal in NAEP reading at grades 4 and 8: 2011**



<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

# NAEP 2011 Mathematics States Meeting 95% Inclusion Goal

**Figure 34.** States and jurisdictions meeting the 95 percent inclusion rate goal in NAEP mathematics at grades 4 and 8: 2011



<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).



# NAEP 2011 MONTANA

## Meeting 85% Inclusion Goal

**MONTANA inclusion rates for NAEP 2011 mathematics and reading for 4<sup>th</sup> and 8<sup>th</sup> grade students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students**

	Mathematics		Reading		Percentage of ALL students	
	Percentage of identified students		Percentage of identified students			
	Included	Met	Included	Met	Mathematics	Reading
Grade 4 SD	87%	YES	64%	NO	98 <sup>1</sup>	96 <sup>1</sup>
Grade 4 ELL	‡		87% <sup>1</sup>	YES		
Grade 8 SD	87%	YES	68%	NO	98 <sup>1</sup>	96 <sup>1</sup>
Grade 8 ELL	‡		‡			

<sup>1</sup>The state's inclusion rate is higher than or not significantly different from the National Assessment Governing Board's goal of 85 percent.

† Not applicable. Standard error estimate cannot be accurately determined.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

# NAEP vs. State Assessment

- Paper and Pencil Assessments (P/P)
  - NAEP Mathematics and Reading
    - Grades 4, 8, 12
  - Montana Mathematics and Reading
    - Grades 3-8 and 10
    - Criterion-Referenced Test (CRT) is aligned to Montana content standards. The Criterion-Referenced Test-Alternate (CRT-ALT) is aligned to Alternative Achievement Standards (AAS).



# Differences in accommodation practices

## Montana & NAEP

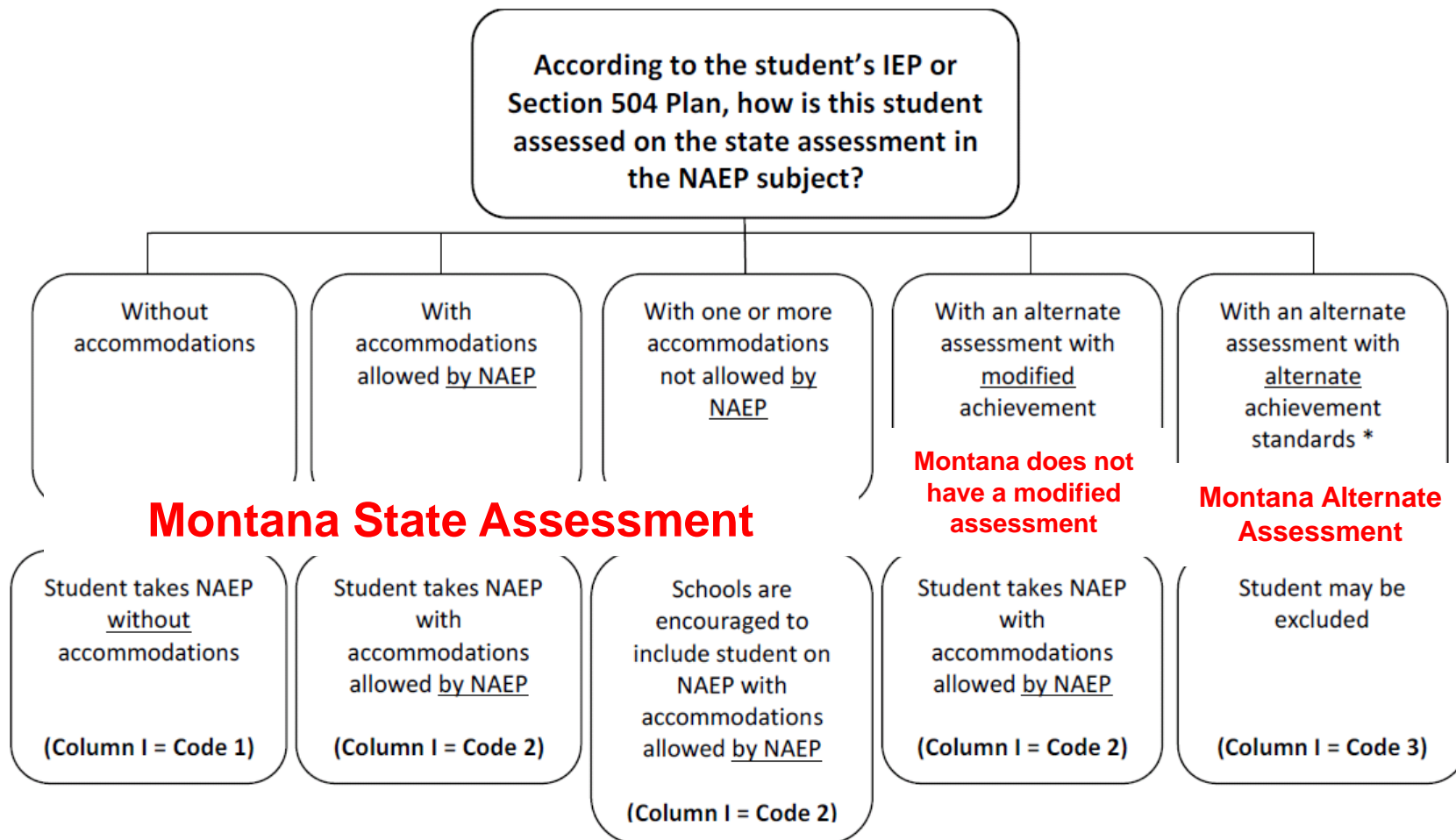
- Students who have questions read aloud to them as an accommodation on the Reading Comprehension section of MontCAS should be included in the NAEP Reading and encouraged to take the test without the accommodation.
- Only students that require a calculator for testing in their IEP or 504 Plans are eligible for the NAEP calculator version of the test. This accommodation does not replace non-calculator blocks, instead a student who is allowed this accommodation would only be tested with calculator blocks.
- Students who receive multiple day testing on the Montana state assessments should take the NAEP assessment in one day with breaks as needed. NAEP is much shorter than the state assessment, so multiple day testing is not offered. Students take two 25-minute subject matter blocks and answer survey questions about their educational experiences.
- On NAEP, all students write responses in the assessment booklets, not on separate answer documents.

# New SD and ELL Decision Trees

- The decision trees were piloted in NAEP 2012
  - Very well received with the schools as well as the field staff
- The decision trees are included on page 2 of the *Instructions for Completing the SD and ELL Worksheets*
- The decision trees refer the school staff to the SD and ELL Inclusion Guidelines
- School staff should use the following to complete the SD and ELL Worksheets
  - *Instructions for Completing the SD and ELL Worksheets*
  - Montana SD and ELL Inclusion Guidelines

# NAEP 2013 SD Decision Tree

## Decision Tree for Students with Disabilities



\* Check the enclosed SD Inclusion Guidelines for more information about alternate assessments with modified or alternate achievement standards in your state.

# Montana SD Inclusion Guidelines for Math & Reading

- The following are the NAEP SD accommodations that are not permitted in Montana and they have been deleted from the Montana SD Inclusion Guidelines
  - Cueing to stay on task (**CUE**)
- This accommodation should not be offered for NAEP
- All other SD NAEP accommodations should be offered



# Montana ELL Inclusion Guidelines for Math & Reading

- The following are the NAEP ELL accommodations that are **not** permitted in Montana and they have been deleted from the Montana ELL Inclusion Guidelines
  - Spanish/English version of the test (**BI-B**)
  - Test items read aloud in Spanish (**RA-AS**)
  - Cueing to stay on task (**CUE**)
- These accommodations should not be offered for NAEP
- All other ELL NAEP accommodations should be offered

# Montana SD Inclusion Guidelines for Math & Reading

Montana's alternate assessment is called the MontCAS Criterion-Referenced Test-Alternate (CRT-Alt)

Only students with disabilities that take the CRT-Alt may be excluded from NAEP

## Montana NAEP 2013 Students with Disabilities (SD) Inclusion Guidelines Mathematics and Reading Grades 4, 8, and 12

The Montana Office of Public Instruction expects that most students with disabilities (SD) will be included on the National Assessment of Educational Progress (NAEP). As a general rule, only those students with disabilities who participate in the MontCAS Criterion-Referenced Test-Alternate (CRT-Alt) Assessment based on alternate achievement standards may be excluded from any NAEP assessment. This rule does not, however, relieve the school or other individuals involved with a particular student of their ethical responsibility to do what is best for the student. According to the Professional Educators of Montana Code of Ethics, Principle I, Article A, the ethical educator "Makes the well-being of students the foundation of all decisions and actions." In a small number of individual cases, the opinions of parents/guardians, teacher, counselor, and/or other professionals who know and understand a student to the greatest possible extent may agree that it is in the best interest of the student that he or she not participate in the NAEP assessment.

Several accommodations provided on the Montana assessments are not necessary for NAEP because of the way it is administered. For example:

- Writes answers in test booklet: On NAEP, all students write responses in the assessment booklets, not on separate answer documents.
- Takes assessment over multiple days: NAEP is much shorter than the state assessments, so multiple day testing is not offered. Students take a 25-minute assessment with blocks with the maximum amount of extended time allotted being 150 minutes.
- Uses a calculator: Calculators are allowed on some sections of the NAEP mathematics assessment. Montana students who are eligible for 504 Plans or 504 Plans are eligible to use a calculator booklet. This accommodation does not replace non-calculator blocks, instead a student who is allowed this accommodation would only be tested with calculator blocks.

Montana does not have an alternate assessment based on modified achievement standards

Please keep in mind that NAEP, unlike the Montana state assessment, does not produce results for individual students or schools. All results are summarized only at the state and national level. In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

The following table lists the NAEP accommodations for students with disabilities and should be used to determine allowable accommodations. If you have questions about the NAEP accommodations, please contact Ashley McGrath, NAEP State Coordinator at [amcgrath@mt.gov](mailto:amcgrath@mt.gov) or (406) 444-3450.

# Montana ELL Inclusion Guidelines for Math & Reading

In Montana, all ELL participate in NAEP except those enrolled in U.S. schools less than one year...

## Montana NAEP 2013 English Language Learners (ELL) Inclusion Guidelines Mathematics and Reading Grades 4, 8, and 12

The Montana Office of Public Instruction expects that most English language learners (ELL) will fully participate in the National Assessment of Educational Progress (NAEP) with the exception of students who have been enrolled in U.S. schools for less than one full academic year. All other English language learners should participate in NAEP with or without NAEP allowed accommodations. This rule does not, however, relieve the school or other individuals involved with a particular student of their ethical responsibility to do what is best for the student. According to the Professional Educators of Montana Code of Ethics, Principle I Article A, the ethical educator "Makes the well-being of students the foundation of all decisions and actions." In a small number of individual cases, the opinions of parents/guardians, teacher, counselor, and/or other professionals who know and understand a student to the greatest possible extent may agree that it is in the best interest of the student that he or she not participate in the NAEP assessment.

Several accommodations provided on the Montana assessments are not necessary for NAEP because of the way it is administered. For example:

- Writes answers in test booklet: On NAEP, all students write responses in the assessment booklets, not on separate answer documents.
- Takes assessment over multiple days: NAEP is much shorter than the state assessments, so multiple day testing is not offered. Students take two 25-minute subject matter blocks with the maximum amount of extended time allotted being 150 minutes.

Please keep in mind that NAEP, unlike the Montana state assessment, does not produce results for individual students or schools. All results are summarized only at the state and national level. In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

The following table lists the NAEP accommodations for English language learners and should be used to determine allowable accommodations. If you have questions about the NAEP accommodations, please contact Ashley McGrath, NAEP State Coordinator at [amcgrath@mt.gov](mailto:amcgrath@mt.gov) or (406) 444-3450.

NAEP assessments do not impose consequences for students or schools. All student responses provide meaningful information.

# Montana SD Accommodations

NAEP Accommodation	NAEP Code (Record this code on the SD Worksheet in column G)	NAEP Subject	NAEP Accommodation Description	Montana Accommodation Description
Extended time	EXT	Mathematics and Reading	This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students may or may not require extended time on NAEP. NAEP is a timed, but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (25 minutes per section).</i>	Untimed test
Small group	SMG	Mathematics and Reading	Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.	<b>Small Group Administration:</b> Test was administered to a small group of students. Recommend no more than fifteen students unless accommodation 22 for which no more than five students should be in the small group administration.
One-on-one	ONE	Mathematics and Reading	This accommodation requires that a student is assessed individually in an area free of distractions.	<b>Individual Administration:</b> Test was administered in a one to one situation.
Directions only read aloud in English	RA-D	Mathematics and Reading	For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English so that students understand what to do. <i>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</i>	<b>Test Directions Support:</b> An administrator assisted students in understanding test directions.
Test items read aloud in English – occasional	RA-O	Mathematics Not Allowed for Reading	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. <b>Read aloud in English – occasional is not allowed for Reading.</b>	<b>Math and Science:</b> The test administrator must read the test items and answer choices word-for-word. Before reading aloud, the test administrator should advise students that each item and answer choice will be read aloud in exactly the order as presented. Students should also be advised that items, including answer choices, will be repeated at the end of a session in case the students wish to review/check their work.
Test items read aloud in English – most or all	RA-A	Mathematics Not Allowed for Reading	For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. <b>Read aloud in English – most or all is not allowed for Reading.</b>	<b>Math and Science:</b> The test administrator must read the test items and answer choices word-for-word. Before reading aloud, the test administrator should advise students that each item and answer choice will be read aloud in exactly the order as presented. Students should also be advised that items, including answer choices, will be repeated at the end of a session in case the students wish to review/check their work.
Breaks during test	BRK	Mathematics and Reading	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.	<b>Session Duration:</b> Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
Calculator version of the test	CALC	Mathematics Not Allowed for Reading	NAEP has a mathematics calculator assessment booklet available for students who require a calculator for a mathematics assessment. <b>Calculator version of the test is not allowed for Reading.</b>	<b>Nonstandard Accommodation:</b> Student uses a calculator on the no-calculator sections of the mathematics test. A student for whom this type of nonstandard accommodation might be used would be a student with a learning disability in mathematics who, without the use of a calculator, would not be able to perform any mathematics calculations or functions.



NAEP Accommodation	NAEP Code (Record this code on the SD Worksheet in column G)	NAEP Subject	NAEP Accommodation Description	Montana Accommodation Description
Must have an aide administer the test	SSTF	Mathematics and Reading	This accommodation requires that a <b>school staff member</b> familiar to the student administer or be present during the session.	<b>Change in Personnel:</b> Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
Responds orally to a scribe	SCR	Mathematics and Reading	This accommodation requires that the student respond orally to a scribe <b>provided by the school</b> or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet.	<b>Dictation:</b> Student dictates answers to a test administrator who records them in the Answer Booklet. While the student completes dictating answers and/or a constructed response, the test administrator transfers what the student dictated, and for constructed responses writes what the student dictated into the appropriate space in the Answer Booklet word-for-word exactly as the student dictated it. The student may review what is bubbled or written; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.
Large print version of the test	LRG	Mathematics and Reading	NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged to 129 percent.	<b>Large Print:</b> A large print version of the test was used by the student.
Magnification equipment	MAG	Mathematics and Reading	This is a lens or system <b>provided by the school</b> that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.	<b>Magnification:</b> Student used equipment to magnify test materials.
Uses template/special equipment/preferential seating	EQP	Mathematics and Reading	<p><b>Template:</b> This is a cutout or overlay <b>provided by the school</b> that is used to focus a student's attention on one part of a page by obscuring other parts of the page.</p> <p><b>Writing Tool:</b> This is a large-diameter pencil, pencil grip, or other special writing tool <b>provided by the school</b> that a student uses to record his/her answers in the assessment booklet.</p> <p><i>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments, may use these for NAEP, and it will not be recorded as an accommodation.</i></p> <p><b>Responds Using a Computer or Typewriter:</b> This accommodation requires that the student record his/her answers using a computer or typewriter <b>provided by the school</b>.</p> <p><b>Preferential Seating:</b> This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.</p>	<p><b>Reduce Distracters:</b> Student is seated at a carrel or other physical arrangement that reduces visual distraction.</p> <p><b>Alternative Setting:</b> Test is administered to the student in a different setting.</p> <p><b>Front Row Seating:</b> A student is seated in the front of the classroom when taking the test. Student (not groups of students) wears equipment to reduce environmental noises.</p> <p><b>Template:</b> Student uses a template. An example is a piece of card stock that has a window cut out which enables the student to focus by isolating lines or text or items.</p> <p><b>Amplification:</b> Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.</p> <p><b>Writing Tools:</b> After the student completes typing a constructed response, the test administrator transfers what the student typed into the appropriate space in the Answer Booklet word-for-word exactly as the student typed it. The student may review what the test administrator wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student. The student marks or writes answers with the assistance of a technological device or special equipment. After the student completes an answer, the test administrator transfers what the student completed with a technological device or special equipment and, for constructed response, transfers word-for-word exactly what the student completed into the appropriate space in the Answer Booklet. The student may review what the test administrator marked or wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.</p>
Presentation in Braille	BRL-P	Mathematics and Reading	This is a Braille version of the booklet.	<b>Braille:</b> A Braille version of the test was used by the student.
Response in Braille	BR-R	Mathematics and Reading	This accommodation requires that a visually impaired student record his/her answers using a Braille output device, a slate and stylus, or an electronic Braille note taker <b>provided by the school</b> , or uses a scribe to record the answers (see "Responds orally to a scribe" accommodation).	<b>Braille:</b> A Braille version of the test was used by the student.
Presentation in Sign Language	SL-P	Mathematics Not allowed for Reading	This accommodation requires that a qualified sign language interpreter <b>at the school</b> sign the instructions included in the session script and some or all of the test questions or answer choices for the student. <b>Presentation in sign language is not allowed for Reading.</b>	<b>Test Interpretation:</b> Tests, including directions, were interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).
Response in Sign Language	SL-R	Mathematics and Reading	This accommodation requires that a hearing-impaired student sign his/her responses to a scribe <b>provided by the school</b> who records the responses in the student's booklet (see "Responds orally to a scribe" accommodation).	<b>Test Interpretation:</b> Tests, including directions, were interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).

# NAEP Accommodations

Extended time	EXT	Mathematics and Reading	This accommodation requires that students be given extra time to complete the assessment. NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed, but not a “speeded” test .	Untimed test
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- Extended Time
- At their own pace
- Assessed in either regular session or separate session
- Limit is 3 times the amount of time allowed for the cognitive blocks (max extended time 150 minutes)





# NAEP Accommodations

Small group	SMG	Mathematics and Reading	Generally, a small group session includes no more than <u>five</u> students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.	<u>Small Group Administration</u> : Test was administered to a small group of students. Recommend <u>no more than fifteen</u> students unless accommodation 22 for which no more than five students should be in the small group administration.
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- **Small Group**
  - Small number of students in the session
  - Generally 5 or fewer students



# NAEP Accommodations

Directions only read aloud in English	RA-D	Mathematics and Reading	<p>For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, <u>repeated, or reworded in any way in English so that students understand what to do.</u></p> <p>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</p>	<p><u>Test Directions Support:</u> An aide administrator assisted students in understanding test directions.</p>
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- Directions Only Read Aloud in English
- Directions can be repeated or reworded
- Also available to any student as standard NAEP practice (not as an accommodation)
- Can be administered in the regular session or a separate session



# NAEP Accommodations

Breaks during test	BRK	Mathematics and Reading	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.	<u>Session Duration</u> : Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
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- Breaks During Testing
- As requested
- Predetermined intervals,
- In more than one sitting during a single day
- Separate session
- Assessment must be given in a single day.



# Montana ELL Accommodations

NAEP Accommodation	NAEP Code (Record this code on the ELL Worksheet in column H)	NAEP Subject	NAEP Accommodation Description	Montana Accommodation Description
Extended time	EXT	Mathematics and Reading	This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students may or may not require extended time on NAEP. NAEP is a timed, but not a "sped-up" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (25 minutes per section).</i>	Untimed test
Small group	SMG	Mathematics and Reading	Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.	<b>Small Group Administration:</b> Test was administered to a small group of students. <b>Recommend no more than fifteen students unless accommodation 22 for which no more than five students should be in the small group administration.</b>
One-on-one	ONE	Mathematics and Reading	This accommodation requires that a student is assessed individually in an area free of distractions.	<b>Individual Administration:</b> Test was administered in a one to one situation.
Directions only read aloud in English	RA-D	Mathematics and Reading	For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English so that students understand what to do. <i>NOTE: Some students' education plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as a required accommodation, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</i>	<b>Test Directions Support:</b> An administrator assisted students in understanding test directions, including giving directions in native language. *NAEP only offers Spanish as an alternative to English*
Test items read aloud in English – occasional	RA-O	Mathematics Not Allowed for Reading	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. <b>Read aloud in English – occasional is not allowed for Reading.</b>	<b>Math and Science:</b> The test administrator must read the test items and answer choices word-for-word. Before reading aloud, the test administrator should advise students that each item and answer choice will be read aloud in exactly the order as presented. Students should also be advised that items, including answer choices, will be repeated at the end of a session in case the students wish to review/check their work.
Test items read aloud in English – most or all	RA-A	Mathematics Not Allowed for Reading	For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. <b>Read aloud in English – most or all is not allowed for Reading.</b>	<b>Math and Science:</b> The test administrator must read the test items and answer choices word-for-word. Before reading aloud, the test administrator should advise students that each item and answer choice will be read aloud in exactly the order as presented. Students should also be advised that items, including answer choices, will be repeated at the end of a session in case the students wish to review/check their work.
Breaks during test	BRK	Mathematics and Reading	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.	<b>Session Duration:</b> Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
Must have an aide administer the test	SSTF	Mathematics and Reading	This accommodation requires that a <b>school staff member</b> familiar to the student administer or be present during the session.	<b>Change in Personnel:</b> Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
Bilingual dictionary without definition in any language	BI-D	Mathematics Not Allowed for Reading	This is a hand-held electronic or hard copy bilingual dictionary <b>provided by the school</b> in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary," or a "bilingual word list." <b>Bilingual dictionary is not allowed for Reading.</b>	<b>Bilingual Dictionary:</b> Student uses a bilingual dictionary (Note: Bilingual dictionary could include a simplified English dictionary, glossary or subject area vocabulary list).
General directions only read aloud in Spanish	RA-DS	Mathematics and Reading	This accommodation requires that the general session script instructions be read aloud in Spanish. Session script directions are the same for all students.	<b>Test Directions Support:</b> An administrator assisted students in understanding test directions, including giving directions in native language.



## NAEP Accommodations

1. Extended time
2. Small group
3. One-on-one
4. Directions only read aloud in English
5. Test items read aloud in English - occasional
6. Test items read aloud in English - most or all
7. Breaks during test
8. Calculator version of the test
9. Must have an aide administer the test
10. Responds orally to a scribe
11. Large print version of the test
12. Magnification equipment
13. Uses template/special equipment/preferential seating
14. Cueing to stay on task\*
15. Presentation in Braille
16. Response in Braille
17. Presentation in Sign Language
18. Response in Sign Language
19. Bilingual dictionary without definition in any language
20. General directions only read aloud in Spanish
21. Spanish/English version of the test\*
22. Test items read aloud in Spanish\*
23. Other (specify)

**\*NAEP accommodation(s) removed\***

- Cueing to stay on task (CUE)
- Spanish/English version of the test (BI-B)
- Test items read aloud in Spanish (RA-AS)

## State Accommodations

### Standard Accommodations

1. Change in Administration Time
2. Session Duration

### Setting Accommodations

3. Individual Administration
4. Small Group Administration
5. Reduce Distracters
6. Alternative Setting
7. Change in Personnel
8. Home Setting
9. Front Row Seating

### Equipment Accommodations

10. Magnification
11. Student wears equipment to reduce environmental noises
12. Template
13. Amplification
14. Writing Tools (equipment)
15. Voice Activation
16. Bilingual Dictionary
17. Dictation

### Recording Accommodations

18. Writing Tools (recording)
19. Assistive Technology

### Modality Accommodations

20. Oral Presentation
21. Test Interpretation
22. Test Directions with Verification
23. Test Directions Support
24. Braille
25. Large Print

### Nonstandard Accommodations

26. Oral presentation of Reading Test passages
27. Calculator use on no-calculator section of math test

## NAEP Accommodations

## State Accommodations

1. Extended time

2. Small group

3. One-on-one

4. Directions only read aloud in English

5. Test items read aloud in English - occasional

6. Test items read aloud in English - most or all

7. Breaks during test

8. Calculator version of the test

9. Must have an aide administer the test

10. Responds orally to a scribe

11. Large print version of the test

12. Magnification equipment

13. Uses template/special equipment/preferential seating

14. Presentation in Braille

15. Response in Braille

16. Presentation in Sign Language

17. Response in Sign Language

18. Bilingual dictionary without definition in any language

19. General directions only read aloud in Spanish

1. Extended time

2. Small group

3. One-on-one

4. Test items read aloud in English - occasional

5. Test items read aloud in English - most or all

6. Must have an aide administer the test

7. Responds orally to a scribe

8. Large print version of the test

9. Magnification equipment

10. Uses template/special equipment/preferential seating

11. Presentation in Braille

12. Presentation in Sign Language

13. Response in Sign Language

14. Bilingual dictionary without definition in any language

1. Change in Administration Time

2. Session Duration

3. Individual Administration

4. Small Group Administration

5. Reduce Distracters

6. Alternative Setting

7. Change in Personnel

8. Home Setting

9. Front Row Seating

10. Magnification

11. Student wears equipment to reduce environmental noises

12. Template

13. Amplification

14. Writing Tools (equipment)

15. Voice Activation

16. Bilingual Dictionary

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18. Writing Tools (recording)

19. Assistive Technology

20. Oral Presentation

21. Test Interpretation

22. Test Directions with Verification

23. Test Directions Support

24. Braille

25. Large Print

Non-standard Accommodations

26. Oral presentation of Reading Test passages

27. Calculator use on no-calculator section of math test



# In Summary

## Similarities

1. Extended time
2. Small group
3. One-on-one
4. Test items read aloud in English - occasional
5. Test items read aloud in English - most or all
6. Must have an aide administer the test
7. Responds orally to a scribe
8. Large print version of the test
9. Magnification equipment
10. Uses template/special equipment/preferential seating
11. Presentation in Braille
12. Presentation in Sign Language
13. Response in Sign Language
14. Bilingual dictionary without definition in any language

## Differences

- Small group (size difference)
- Directions only read aloud in English (may reword and NAEP only accommodates Spanish)
- Breaks during test (state allows after block)
- Calculator version of the test (nonstandard for state but this accommodation does not replace non-calculator blocks, instead a student who is allowed this accommodation would only be tested with calculator blocks.)
- General directions only read aloud in Spanish
- Spanish/English version of the test
- Test items read aloud in Spanish

# Communications with Schools

Grade 4 NAEP-2013  
Assessment Date: 2/26/2013

- [Home](#)
- [Register More Schools](#)

## What You Need To Do

- [Provide School Information](#)
- [Submit Student List](#)
- [Prepare for Visit](#)
- [Meet with Representative](#)
- [Include Students](#)
- [Encourage Participation](#)
- [Support Assessment](#)
- [Wrap Up](#)

## What You Need To Know

- [Ask A Question](#)
- [Documents](#)
- [Important Websites](#)

## Who You Need To Know

- [Contact Us](#)

## Welcome to NAEP!

Your school is participating in the National Assessment of Educational Progress (NAEP). The upper left-hand corner of this page shows the grade(s) to be assessed and the assessment date. Each assessment will be administered by trained NAEP representatives. This website will help the school coordinator prepare for the assessment.

Note: Please record your MySchool user name and password in a secure location. You will be asked to change your password after 90 days.

## A Word from Your NAEP State Coordinator

Thank you for representing our state's schools through your participation! This website will prepare you for the NAEP assessment. Please use the What You Need to Do menu below (not on the left) to complete your tasks.

### What You Need to Do:

1. [Provide School Information](#) (PSI) – complete a short electronic form about your school to ensure correct contact and enrollment information, be sure to update the date staff return after winter break under the School Characteristics - Grade tab(s)
2. [Provide Student Count](#) – between October 22nd and October 26th submit your most current enrollment figure under the School Characteristics - Grade tab(s) of the PSI (note that this is *not* the student list)
3. [Prepare for Visit](#) – in December, you will be contacted to schedule a preassessment visit (PAV) with your NAEP representative and complete paperwork
4. [Notify Parents/Guardians](#) – this link provides a sample notification letter, parent notification should be completed prior to your PAV as you will need to supply the NAEP representative with a copy of the letter and the date it went out
5. [Meet with Representative](#) – meet with your NAEP representative at the school and finalize preparations
6. [Include Students](#) – include students with disabilities (SD) and English language learners (ELL)
7. [Encourage Participation](#) – share suggested strategies with your principal for encouraging participation
8. [Support Assessment](#) – assist NAEP representatives by making sure that students know where to go and arrive promptly on assessment day
9. [Wrap Up](#) – store the red NAEP Storage Envelope in a secure place; shred contents on last day of school year

You can use the What You Need to Know menu to [find any documents](#) required for specific tasks, such as notifying parents and guardians or including SD and ELL students. If you have [questions about NAEP](#), you can submit them using this same menu or by [contacting me directly](#). I look forward to working with you to plan a successful NAEP administration in your school.

— Your NAEP State Coordinator

## What Is NAEP?

The National Assessment of Educational Progress (NAEP), first administered in 1969, is the largest continuing and nationally representative assessment of what our nation's students know and can do in core subjects such as mathematics, reading, science, and writing. The results of NAEP are released as [The Nation's Report Card](#). Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United States.

[Read More..](#)

You can read more about NAEP administration, sampling, scoring, and the NAEP data and question tools in this brochure: [An Introduction to NAEP](#).

Grade 4 NAEP-2013  
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### What You Need To Know

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### Who You Need To Know

- [Contact Us](#)

## Include Students

To ensure that the National Assessment of Educational Progress (NAEP) reflects the educational progress of all students, students with disabilities (SD) and English language learners (ELL) must be included to the fullest extent possible. Please refer to the [Inclusion on NAEP Fact Sheet](#) for more information on inclusion.

We expect most students with disabilities and English language learners to participate in NAEP. The only students eligible for exclusion are

- Students with disabilities who take the state alternate assessment based on alternate achievement standards, and
- English language learners who have been enrolled in United States schools for less than 12 months.

All other SD and ELL students should participate in NAEP using NAEP accommodations.

### Inclusion Guidelines for Students with Disabilities and English Language Learners on NAEP

Your NAEP State Coordinator has developed inclusion guidelines for NAEP. The guidelines provide inclusion expectations, list the NAEP accommodations, and describe how NAEP administers the accommodations.

- [SD Inclusion Guidelines](#)
- [ELL Inclusion Guidelines](#)

### Steps for Including Students with Disabilities and English Learners on NAEP

1. Review the inclusion guidelines and the [SD](#) and [ELL](#) instructions for completing the worksheets provided in the Preassessment Packet (more information on the Preassessment Packet is available on the [Prepare for Visit](#) page).
2. Ensure the school staff member(s) most knowledgeable about the students' testing accommodations complete the [SD](#) and [ELL](#) worksheets in their entirety before the PAV.
3. Check the completed SD and ELL worksheets for accuracy before the PAV.
4. Discuss accommodations with the NAEP representative during the PAV.

The SD and ELL worksheets indicate how students will participate in NAEP and the accommodations they will receive. It is very important to complete the SD and ELL worksheets before the PAV so that SD and ELL students can be included and assessed appropriately.

### Monitoring Exclusions

Your NAEP State Coordinator will be monitoring exclusions on NAEP and may contact you after the preassessment visit regarding excluded students. If you have questions about how to include a student on NAEP, contact your NAEP State Coordinator using the contact information listed on the [Contact Us](#) page under Who You Need to Know.

### NAEP Inclusion Resources

- [National Center for Education Statistics \(NCES\) Inclusion Policy](#)
- [National Assessment Governing Board Policy Statement on NAEP Testing and Reporting on Students with Disabilities and English Language Learners](#)
- [MySchool Documents -- Include Students Category](#)